

JOHN



Clara Barton & The Civil War – Part I

Super Blood Moon eclipse – Jan 20/21

**National Society of Daughters of the America
Revolution – American History contest**

Fresh Flowers

Go to holleypix.com



Welcome to JOHN

As we said goodbye to a successful balloon fiesta & a very much enjoyed good holiday season, it is now time to welcome in 2019. History stories will continue as well as covering current events. The current events starts off with a bang in January. The Super Blood Moon eclipse on Jan 20/21. Enjoy this issue and have a very Happy New Year!

Clarissa "Clara" Harlowe Barton was a pioneering nurse. She was a hospital nurse in the American Civil war, a teacher, and patent clerk. Due to lack of available training, she provided self-taught nursing care. Clara is noteworthy for doing humanitarian work at a time when relatively few woman worked outside the home. There was no way that her story could be told in a few pages. A three part series is in order. Part I deals with Clara Barton's early professional career.

Out of sheer delight, I spent some serious time in the night hours a few years ago capturing a Super Blood Moon eclipse in 2015. I dug into my photo archives to share the results of my work. Mark your calendar for Jan 20th when we again be able to view this spectacle. Weather permitting, of course.

This was my 2nd year in serving on a panel of judges who read and evaluated student essays that were entered in the America History essay contest sponsored by the National Society of the Daughters of the America Revolution. Hope you enjoy this experience as I recall it for you.

FRESH FLOWERS takes on a different focus with this issue. Featured is a photo I took and entered in the "Power of Blue" art show at the Placitas Community Library in Placitas, NM. The show will be held February 2 - 28th. Your comments on my entry are most welcome. JAH

Clara Barton was born on December 25, 1821, in North Oxford, Massachusetts. Her father was Captain Stephen Barton, a member of the local militia and a selectman who inspired his daughter with patriotism and a broad humanitarian interest. He was a soldier under the command of General Anthony Wayne in his crusade against the Indians in the northwest. He was also the leader of progressive thought in the Oxford village area. Barton's mother was Sarah Stone Barton.

When she was three years old, Barton was sent to school with her brother Stephen, where she excelled in reading and spelling. At school, she became close friends with Nancy Fitts; she is the only known friend Barton had as a child due to her extreme timidity.

When Barton was ten years old, she assigned herself the task of nursing her brother David back to health after he fell from the roof of a barn and received a severe injury. She learned how to distribute the prescribed medication to her brother, as well as how to place leeches on his body to bleed him (a standard treatment at this time). She continued to care for David long after doctors had given up. He made a full recovery.

Her parents tried to help cure her timidity by enrolling her to Colonel Stones High School, but their strategy turned out to be a catastrophe. Barton became more timid and depressed and would not eat. She was brought back home to regain her health.

Upon her return, her family relocated to help a family member: a paternal cousin of Clara's had died and left his wife with four children and a farm. The house that the Barton family was to live in needed to be painted and repaired. Barton was persistent in offering assistance, much to the gratitude of her family. After the work was done, Barton was at a loss because she had nothing else to help with, to not feel like a burden to her family.

She began to play with her male cousins and, to their surprise, she was good at keeping up with such activities as horseback riding. It was not until after she had injured herself that Barton's mother began to question her playing with the boys. Barton's mother decided she should focus on more feminine skills. She invited one of Clara's female cousins over to help develop her femininity. From her cousin, she gained proper social skills as well.



To assist Barton with overcoming her shyness, her parents persuaded her to become a schoolteacher. She achieved her first teacher's certificate in 1839, at only 17 years old. This profession interested Barton greatly and helped motivate her; she ended up conducting an effective redistricting campaign that allowed the children of workers to receive an education. Successful projects such as this gave Barton the confidence needed when she demanded equal pay for teaching. Barton became an educator in 1838 for 12 years in schools in Canada and West Georgia. Barton fared well as a teacher and knew how to handle rambunctious children, particularly the boys, since as a child she enjoyed her male cousins' and brothers' company. She learned how to act like them, making it easier for her to relate to & control the boys in her classroom since they respected her. After her mother's death in 1851, the family home closed down. Barton decided to further her education by pursuing writing and languages at the Clinton Liberal Institute in New York. In this college town, she developed many friendships that broadened her point of view on many issues concurring at the time. The principal of the institute recognized her tremendous abilities and admired her work. This friendship lasted for many years, eventually turning into a romance. As a writer, her terminology was pristine and easy to understand. Her writings and bodies of work could instruct the local statesmen. In 1852, she was contracted to open a free school in Bordentown, which was the first ever free school in New Jersey. She was successful, and after a year she had hired another woman to help teach over 600 people. Both women were making \$250 a year. This accomplishment compelled the town to raise nearly \$4,000 for a new school building. Once completed, though, Barton was replaced as principal by a man elected by the school board. They saw the position as head of a large institution to be unfitting for a woman. She was demoted to "female assistant" and worked in a harsh environment until she had a nervous breakdown along with other health ailments, and quit.




After her mother's death in 1851, the family home closed down. Barton decided to further her education by pursuing writing and languages at the Clinton Liberal Institute in New York. In this college town, she developed many friendships that broadened her point of view on many issues concurring at the time. The principal of the institute recognized her tremendous abilities and admired her work. This friendship lasted for many years, eventually turning into a romance. As a writer, her terminology was pristine and easy to understand. Her writings and bodies of work could instruct the local statesmen. In 1852, she was contracted to open a free school in Bordentown, which was the first ever free school in New Jersey. She was successful, and after a year she had hired another woman to help teach over 600 people. Both women were making \$250 a year. This accomplishment compelled the town to raise nearly \$4,000 for a new school building. Once completed, though, Barton was replaced as principal by a man elected by the school board. They saw the position as head of a large institution to be unfitting for a woman. She was demoted to "female assistant" and worked in a harsh environment until she had a nervous breakdown along with other health ailments, and quit.

In 1855, she moved to Washington D.C. and began work as a clerk in the US Patent Office. This was the first time a woman had received a substantial clerkship in the federal government and at a salary equal to a man's salary. Clara always claimed that she was the first female copyist to work "regularly" and to draw a salary under her own name, and that she was something of a pioneer.

Because she earned the same pay as men of her rank, Clara's male co-workers felt threatened. When she came to her desk in the morning, they glared at her and whistled at her and stooped to taunts and catcalls. They also spread vicious rumors about her character. Such behavior got her "Yankee blood" up and she refused to quit. Clara was also lucky to have the Patent Office Commissioner, Charles Mason, a fair man relatively free of sexual prejudice. He took her side and when one malcontent male co-worker complained to him about Clara's "moral character" and insisted that she be fired, the commissioner demanded proof by five o'clock that afternoon. "But understand," Mason said, "things will not remain just as they are in this office. If you prove this charge Miss Barton goes; if you fail to prove it, you go." When the deadline passed without proof, the man went. And that put a stop to the harassment of Clara. Clara lost her lucrative post in 1857 when the Democratic, pro-southern Buchanan administration released her because of her political sentiments. She boldly declared herself a Republican. She returned to Massachusetts and drifted aimlessly for three depressing years. After the election of Abraham Lincoln, she returned to the patent office in the autumn of 1861, now as temporary copyist, in the hope she could make way for more women in government service. When, with the outbreak of war, the Patent Office found itself short of funds and had to lay off employees. Clara was not one of them because she had impressed and befriended the new Republican commissioner, D.P. Holloway. Clara also nurtured the support of the entire Massachusetts congressional delegation, including Senators Charles Sumner and Henry Wilson. With their support, Clara began the journey of a lifetime of helping soldiers and anyone else needing such support. Lincoln had called on Congress to convene on Independence Day. With the Republicans taking over both houses and the chairmanships of all the important committees, Senator Henry Wilson (who had become a close friend of Clara) would be named as the chair of the powerful Committee on Military Affairs. Clara was sure that he could help her find a way to serve her country in the impending war. As huge troop buildups occurred in Washington, Clara found that critical shortages of supplies and medical stores gave her a real opportunity to do something for the cause. If she could not be a soldier, she could at least do her part to help the soldiers. She became a one-woman relief agency, cooking food and buying stores out of her own salary and distributing them to the military hospitals and the hilltop encampments. Clara still felt she wasn't doing enough. When she heard that "the boys" were suffering, she wanted to go directly to battlefields and nurse the wounded. How she did that is part of her continuing story to be covered in **Part II**.

Super Blood Moon on
September 27, 2015
Photo sequence - Started
at 8:08:52 PM - Ended at
8:19:56 PM, MST
Taken at Rio Rancho, NM
by John A. Holley



A Blood Moon is the result of a total lunar eclipse, when a full moon passes through the Earth's shadow. Blood Moon eclipses are known for their deep red color in the night sky. Blood Moons only occur during a total lunar eclipse of the moon.

The scattering of light, known as Rayleigh scattering, paints the Blood Moon red. These moons are incredible astronomical events which happen twice a year. The January 2019 eclipse will predominantly feature North and South America sightings, therefore stargazers will have a chance to catch a glimpse of the spectacular spectacle of astronomy.
A Super Blood Moon eclipse.



American History Essay Contest

The American History Essay Contest was established to encourage young people to think creatively about our nation's great history and learn about history in a new light.

This contest is open to students in public, private, and parochial schools, and registered home-study programs. Students in grades five through eight are encouraged to participate. Each year, a selected topic for use during the academic year is announced, and contest instructions are published online and sent to schools by participating DAR chapters. Essays are judged for historical accuracy, adherence to the topic, organization of materials, interest, originality, spelling, grammar, punctuation, and neatness.

Participating chapters send one winning essay from each of the four grades for judging on the state level. The state will send one winning essay from each of the four grades to be judged on a divisional level. The winning essay from each of the four grades will then be judged on the national level and the winners are announced.

Each student participant receives a certificate of participation from the chapter and the chapter winners receive bronze medals and certificates. State winners receive certificates and silver medals. National winners receive special certificates, medals, and a monetary award.

National Society Daughters of the American Revolution

AMERICAN HISTORY ESSAY CONTEST 2018–2019

Topic for 2018-2019: The 19th Amendment to the U.S. Constitution was passed by the United States Congress on June 4, 1919, and was ratified on August 18, 1920. This amendment granted all American women the right to vote and hold elective office. Many Americans at the time viewed this as a radical change to the U.S. Constitution. Imagine you are living in 1919 while the women's suffrage campaigns were having impact on Americans politically and socially. Discuss the pros and cons of this new amendment the U.S. Congress has passed.

Judging will be based on historical accuracy, adherence to topic, organization of material, interest, originality, spelling, grammar, punctuation, and neatness.

Judging at the chapter level is by three judges, including at least one non-DAR judge. Judging at other levels is by three judges, all of whom are non-DAR members.

CHAPTER: One essay at each grade level is selected as the chapter winner and forwarded to the state American History chair for state competition. American History essay contest chapter winner certificates and bronze medals may be presented by the chapter if desired. In addition, chapters may present certificates of participation to every student who participates in the essay contest.

STATE: One essay at each grade level is selected as the state winner and forwarded to the appropriate national division vice chair of American History for division competition. The state winner receives a silver medal and state winner certificate.

DIVISION: One essay in each grade is selected as the division winner and forwarded for national competition to the national vice chair. Division winners are presented a division winner certificate.

NATIONAL: One essay in each grade is selected as the national winner. A certificate, gold pin and monetary award is presented to each national winner at Continental Congress in June 2019. Winning essays may appear in official DAR communications.



Charles Dibrell Chapter
Albuquerque, New Mexico

Nancy Bennett
Chapter Regent
2017-2019

The Charles Dibrell Chapter members were looking forward to the 2018 American History essay contest. With notable winners in the contest last year, continuing success was anticipated.

One local school did not disappoint, their 5th grade students accepted the challenge and submitted 24 individual student essays. The number of submissions this year easily overtook the number received last year. Nancy Bennett, Chapter Regent asked for volunteers to read and evaluate the submissions. A panel of three judges, including yours truly, received all 24 essays along with a judging sheet for each entry. Each judge read and scored each essay individually, following the guidelines provided by the National Society.

After this individual scoring, the results were compiled from the three judges. These results were averaged to highlight the essays that scored the highest across all the judges' inputs. The three judges then met as a group to finalize and pick the top three essays, with the top one to be submitted to the State level with the hope that this students work will be further recognized at the National level. The Charles Dibrell Chapter judges and other representatives will visit the school early in January and present awards to the top three students. All the essay participants will be recognized with a cake social. Therefore, all the students will be winners.

Now for my humble observations on the essay submissions: The task of reading and completing the scoring for each student really took some time to complete. The essays ranged from between 300 and 600 words. With all the judging guidelines to follow, I was personally cautious not to be so critical that an individual students' effort would be overlooked regardless of the length of their work. I was impressed with all the different approaches that came into play. It was challenging to pick out one effort from another because as a whole all the essays where good. My hat goes off to their teacher, who really engaged them in the work. We decided that the best way to pick out the winner was to read the top three essays aloud to each other. All-in-all it was a great experience to see some of the work that our young folks are doing, outside of the standard school agenda. I look forward to meeting the students in person and thanking them all for work. It is appreciated. JAH

FRESH FLOWERS



I've learned from experience that the greater part of our happiness or misery depends on our dispositions and not on our circumstances

Martha Washington